

Fine Arts Standards Public Forum Notes

AEA 267, Cedar Falls

April 27, 2017

10 satellite locations:

Bettendorf
Cedar Rapids
Dubuque
Johnston
Marshalltown
Ottumwa
Red Oak
Sioux Center
Sioux City
Spencer

1. Dubuque: Shirley – fine arts coordinator for Dubuque community schools. They have been piloting cornerstone assessments. Question: How many states have adopted the National Core? Things have been tweaked along the way and they have had to go back and fix things.
2. Dubuque: Comment from Dubuque Hempstead visual arts. We have talked about them a lot. As a visual arts person, they don't have as much concept work; there seemed to be quite a jump from the six original to the new standards. They broadened pretty quickly. The arts language is missing. We critique a lot. The things we added to our document were elements and principles of design. Standards need to have vocabulary. That language is critical. If we're teaching our kids how to be designers, they need to know the language. We need to use that language within our lessons so the students are able to talk intelligently about their work and articulate their thoughts. Visual arts – there were some areas as we went along the scope and sequence from K-12... we would notice there would be a development and it seemed to be not as cohesive in certain areas. One of the things we have found very beneficial is spending more time on artist statements. Developing an arts statement is only mentioned in 7th grade. Start earlier so it can be developed. They added a 2.4 and 2.5 to theirs, which included techniques for materials and processes.
3. Johnston: Ellie – Baxter, Band/choir/MS general music: I appreciate that the standards strive for students to connect to music more deeply, but they gloss over foundational skills necessary to reach that. Students need to be able to make music. There is no discussion of skills students need. I don't want to put the cart before the horse. I hope we align our standards to how our music programs function. It is important that we make clear to school districts that there are

power standards that are more important over the course of the year. For example, a compositional unit should not be the whole focus of a fourth of the year. At the elementary, we only have 30-45 minutes once a week. It's a lot for them. We need to take a look at how that works. The process of creating music in an ensemble setting has creativity and imagination as part of it, but NCAS only sees composition and improvisation as creative processes. Performance is not simply a reproduction of someone else's idea.

4. Spencer: Shanise, Visual arts: Skill sets and processes being broad is an issue for music and visual arts. At the elementary level, many classroom teachers teach art. They would like to be able to have a resources with specific skills sets for individual grade levels.
5. Cedar Rapids: Myra: My hope is we can use these standard in being more intentional in integration of sorts across other curricular areas. I hear the argument about time. Maybe once standards are agreed upon, we can fill in the gaps.
6. Dubuque – senior high HS content leaders (arts folks work together): We've spent a lot of time with the standards. Our music people have also talked about needing that vocabulary. I like the pushing of the creative standards, but within the whole realm of things, we're spending a lot of time on things that really aren't assessable ... You have to make the work before you have something to put up there. We need to focus on power standards. Cornerstones in NCAS are too long and too involved. We need to balance expectation levels. As we accept the state standards, I appreciated getting the meeting minutes. The survey is a real challenge; we put in on hold until after today. Do we really need to go step by step or simply share the document we have?
7. Johnston: Nick Manke – MS/HS band Norwalk: We have gone through a big overhaul of our standards. We looked at NCAS. We need to think about what musicians do in the real world: about 95% of our students will get music in the mail and rehearse and perform a concert. The majority is the battle of literacy - independent music literacy. There are so many conversations of students selecting music and improvising. For solo/ensemble contest we might give them two solos and they pick one, but that's not enough to assess. A lot of the verbiage gets in the way. We do improvise – we have strong jazz programs. It would take a huge chunk away from the time we spend on literacy. It takes to perform music. We play out creative process in expression. Our general music folks have wholeheartedly embraced the creating part. Finding “assessability” in these standards is very difficult. We don't look at them as all being equal. Responding really should be critically analyzing. We should help them as future consumers of music. The struggles: How do I assess? Where do I put the emphasis?
8. Sioux Center: Abby Sheppard – Sioux Center HS Vocal: The literacy aspect is missing – performing is how we spend the majority of our time. There is a need

to add more depth. It would be helpful for ensembles with 9th-12th graders in the same choir.

9. Bettendorf: Colleen – visual arts: Enjoys how the standards are not what you teach but drive HOW you teach. You can use huge ideas but make your curriculum meaningful. We don't have to weigh the artistic processes equally. The standards take students through the process of what artists do every day when they produce artwork. They understand how they make a work and how it's important in the world around them.
10. Dubuque: Brad Mardock - visual art – Dubuque Senior: I really like to focus on creating. The more we allow them to create, the more we're developing 21st century skills. That's a big area of focus. Another area is the concept of originality and making sure our students understand what original work is. We want to make sure we're helping create students who are innovators and creators. The only way we can get there is by making sure our students have the opportunity to look at a method thoroughly enough that they can be innovative. The scope and sequence has to be built up so when they get to HS they can work with that material and method.
11. Marshalltown: I have been using the standards to drive what I teach. The standards should not be given equal weight. They struggle to use presenting with 5th and 6th grade. Creating should be more of a driving force. I like the essential questions and responding part since we're having to integrate language content in to the art more. It needs to be adjustable for needs of student in a specific district – we only have art class for 30 days.
12. Ottumwa: Joel believes the standards will help with the argument for why we need to add rather than cut arts. It will help to put us on the same level with language and math.
13. Johnston: Becky – band at Collins-Maxwell: I want to make them more applicable to standards-based grading. Currently, there is not much to measure which and it is not musically-related.
14. Dubuque: Annie - Dubuque general music: We need to have a enough contact time to accomplish what we need to do with these rigorous standards. How do we do quality teaching? We will be piloting new report cards next year to see how standards-based reporting goes.
15. Kyra – Heartland AEA consultant: One of the sources of confusion came when trying to align to Iowa Core and 21st century skills. Those arts standards were a different thing from the national standards. Are we supposed to do a little of both? We should respect the work all those fine people did. We need professional development to help teachers learn how to use them in their classrooms.

16. Cedar Falls: Ronda – Many of the topics are things that the team is talking about. We are hearing you. Wendy Barden from Minnesota did the crosswalk of how old standards fit into new standards. It would be nice to be able to use it in companion documents.
17. Cedar Falls: Martha – Has there been discussion of Opportunity to Learn standards? There is a lot of talk of not enough time. We need to address that elephant in the room.
18. Cedar Falls: Duane, West Delaware HS choir: There has been discussion of adding standards to the back of the contest ballot. How does each thing align to the standards? (NFHSlearn.com - online courses “everyone should take”)